

creating OPPORTUNITIES



FINDING WAYS TO INCREASE COMMUNICATION

AS PEOPLE WHO DEVELOPED LANGUAGE NATURALLY AND EASILY IT CAN BE CHALLENGING TO CONSIDER TALKING TO BE “HARD.”

Creating Opportunities



Have you ever?

- Taken an AP Calculus?
- What about the GRE's?
- Anyone take a test to get a certification?

Why?

- To get into a good college.
- To get into graduate school.
- To advance your career.

Creating Opportunities

- How many of us have done those really challenging things for no reason at all?

for communication to happen there needs to be a **NEED** and an **OPPORTUNITY** followed by a **REWARD**

Creating Opportunities



- One of the simplest, yet most effective things we can do is to slow down and really watch our kids. What are they looking at, what do they see, what do they want to talk about. When you get down on their level and really see what your kids are interested in you can model language that is really meaningful for them
- The foundation for creating communication opportunities is that we pause and allow our children to fill-in-the-blank
- By anticipating and meeting needs we take away valuable learning opportunities

WHY DO WE COMMUNICATE?

Communicative Functions

Behavior Regulation

- Requesting: *Actions or Objects*
- Protesting

Social Interaction

- Greetings
- Showing off
- Requesting: *Social routines, Comfort, or Permission*

Joint Attention

- Commenting: *about present or past situations*
- Requesting more information: *asking questions*
- Providing information: *telling a story*

creating opportunities :: BEHAVIOR REGULATION



Requesting

- Control Access
 - Give a little and wait
 - hold on to the puzzle pieces
 - place the cars or marbles on the track one at a time
 - play a short snippet of a song or a movie
 - pause during a people game (think peek-a-boo) or favorite song and wait for your child to complete the line
 - In sight but out of reach
 - keep the juice on the top shelf
 - put toys away in containers with lids
- Pretend to misunderstand
 - make the sandwich wrong
 - use the wrong car for the track

Protesting

- Think of this as a way to get a playful “no” out of you child
 - Give the wrong thing
 - Move a toy or game piece and “ruin” the game
 - Take an object needed to complete the task
 - Get too close
 - Stand in the way

creating opportunities :: SOCIAL INTERACTION

Greetings/ Showing Off (look at this)

- Pause when your child enters the room with an exaggerated smile or wave
- Hide things that would interest your child around the house/classroom
- Play “I spy”- like games

Social Routines/ Asking Permission

- Use an extended pause during common social routines like giving your name or a “high-five”
- Direct your child to “ask” another family member or classroom teacher, think “ask your sister what she wants to drink with dinner”
- Have your child give “directions” this can be for how he/she likes things done (maybe food prepared) or common routines (like what they want to wear to school)

creating opportunities :: JOINT ATTENTION



Commenting

- Have things available that your child loves and model different comments
- Watch a favorite movie or video and point out all the things you “see” or “like” or think are “funny”
- Provide non-preferred foods or toys to model words like “yuck” or “no way”

Requesting More Information

- Talk about a fun place that you are going but don't tell you child the location. We are going to go somewhere you can get all your favorite foods, we have a red cart, and we have to drive. Then you can model the question “where are we going”
- Guessing games: Guess who, 10 questions ect.

Using Routines



Routines are a powerful way to build language modeling into your everyday life. First we go through these routines- dressing, eating, bathtime, setting the table, cleaning up- everyday. When these routines become a catalyst for you as the parent to model you are on your way to using that device super consistently.

Additionally, we know that kids learn best through repetition. Using everyday routines to teach language allows your child to practice over and over again. Not only will we increase the frequency with which we model language for our kids, most everyday routines are ripe with functional words and simple concepts.

Tips for modeling language during everyday routines



Focus on key words

Just like one of our strategies for aided language stimulation is to pick keywords or key times of the day, we want to think about important words embedded in the routine. Modeling “more” and “all done” fit really well into snack/mealtime. Playing with a car track you can model “go” and “up”. Reading a book words like “see” and “turn” are great choices.

Use that exaggerated pause

Prompt your child or model the language, then wait. As competent communicators silence makes us really uncomfortable. Remember our kids need more time and have more work to do than their verbal peers. Give them some extra time to formulate that thought.

Count to 5 in your head before you prompt again.



Sources

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